

The Level of Teacher-Students about Using Educational Technology

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Abstract

Educational Technology is contemporary issue that gives a light to educational context. As it is known that, technology is a way of acting by dealing with solving problems in educational aspects and evaluating the social, cultural changes at society. Because of this reason, educational technology refers a combination of the process and tools involved in addressing educational needs and problems. It provides to mastery learning to students in a wider context and creates an opportunity to establish learning environment for every individual in an efficient way by the support of educational technology's facilities. Media, instructional system, vocational training and computer are the perspectives of educational technology that are been a light to improve effective learning environment at teaching. Educational Technology is a process to analyze learning theories and learning to learn. Technology is a case for providing motivation, establishing meaningful learning by promoting creativity, self expression and own learning as an intrinsic motivation In addition to this, evaluating the abilities of students by merging technological facilities, provides opportunity to realize effectiveness and satisfaction of students. Therefore, it becomes supporter to fulfill the lacknesses of educational context with embracing teaching-learning process of students. Moreover technology is a way to solve educational problem, especially learning problems in education. It is vital to analyze the levels of teachers-student about using educational technology whose are the future teachers by having impact to educational quality.

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Introduction

The Educational Technology cannot be the new era but its reflections and effectiveness in education becomes popular newly in order to catch the effective teaching, learning process. Educational Technology is the combination of process and tools involved in addressing educational needs and problems (Roblyer, Edwards, 2000).

In order to understand the new dimension of the educational technology, we should overlook the history of technology and its reflections to the educational context. Technology is the tool to communicate and transfer the information among the members. In addition this; it is the new revolution to satisfy of current human needs at societal, cultural, economical and educational aspects. Therefore; which technology is the way to communicate and transfer information within effective way by integrating materials about education to solve understanding, continuous learning problems in education requires educational technology. In order words, educational technology integrates alternative materials and learning theories to establish meaningful learning by presenting case for motivation, research based justifications, maintaining the attention of learners, creativity and self-expression under the perspective of own learning (Roblyer, Edwards, 2000).

Educational Technology provides technological resources in an available way at given time to educators and application them to solve educational problems. There are four perspectives on the educational technology that are media, instructional system, vocational training and computers by having different aims and design to achieve delivering information. What is important in that point, there should be integration of the technological resources with content knowledge of teachers in a classroom manner for providing meaningful learning (Roblyer, Edwards, 2000).

There are elements of rationale for using technology in education like; supporting for new instructional approaches, increasing teacher productivity, unique instructional capabilities. In supporting for new instructional approaches, technology helps to create atmosphere of cooperative learning, shared intelligence and problem solving. On the other hand, technology provides to educational context by helping learners visualizing problems and solutions and linking learners to learning tools. The most significant impact of technology in education is that whatever teachers have role in teaching-learning process, process became more student-centered and teachers' productivity increases through integration of technological materials.

All teachers in education process should be careful on competencies about required technology in education. They should use technology to support and explore the instruction. In addition to this; they should keep the equal opportunities standards while providing access to information or delivering information to the student population. They should apply computers and related technologies within instruction to attract and maintain the attention of learners for facilitating emerging roles of learner and educators.

Today's, Educational Technology applications should be based on constructivist approach. What it means that concentrating on one strategy refers the ignorance of the alternative; supportive approaches in particular learning-teaching process. Teachers should actively involve using integration of technological materials within the content-based teaching in order to increase the quality of education in terms of meaningful learning.

The Aim of Research

As it is mentioned before that educational technology is the integration of all technological materials with the process of the teaching-learning for the solving effectiveness

sides of the problems in that period. Technology comes to our life as a solution of communicating, delivering information. It is the result of the science and information bridge.

It is important to apply the technology into education context in order to increase the productivity and quality. In that research, target will be to determine the level of the teacher-student about using educational technology. It will be the reflection of teachers' willingness, awareness and capability, consciousness about using educational technology in their teaching-learning process. It is very broad sense to define educational technology. But Educational Technology is the new concept with its application in education. When it is underlined with its importance, it is useful to catch the attention of students, increase the motivation through using integrated technological materials. In addition to this; it provides unique, individualistic learning based on cooperative learning and shared intelligence. Educational Technology cannot be seen as the part of student learning. It is the helpful concept to increase the teachers' productivity while they are delivering information in their instructions. The concrete example helps to identify the term educational technology like that; in the classroom manner, teacher should be consciousness on the learning theories based on content of the lesson. But it is non-effective to deliver information under the only content of the lesson; it should be the remarkable, related selection of the technological materials in order to make its quality high and effective (Roblyer, Edwards, 2000).

Educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of learning. Educational technology is a field involved in applying a complex, integrated process to analyze and solve problems in human learning. Educational technology is a profession made up of an organized effort to implement the theory, intellectual technique, and practical application of educational technology. Educational technology is often confused with "technology in education" (Justl, 2000). Technology in education is the application of technology to any of those processes involved in operating the institutions which house the educational enterprise. It includes the application of technology to food, health, finance, scheduling, grade reporting, and other processes that support education within institutions. Technology in education is not the same as educational technology. Educational technology is often confused with "instructional technology." Instructional technology is a sub-set of educational technology, based on the concept that instruction is the subset of education. Instructional technology is a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems, and devising, and implementing, evaluating and managing solutions to those problems, in situations in which learning is purposive and controlled. In instructional technology, the solutions to problems take the form of instructional system components that are pre-structured in design or selection, and in utilization, and are combined into complete instructional systems; these components are identified as Messages, People, Materials, Devices, Techniques, and Settings. The processes for analyzing problems and devising, implementing, and evaluating solutions are identified by the Instructional Components Functions of Research-Theory, Design, Production, Evaluation-Selection, Utilization, and Utilization-Dissemination. The Instructional Management Functions of Organization Management and Personnel Management identify the process of directing or coordinating one or more of these functions (Association, 1977). In fact, a district must overcome a series of challenges before trying to answer it. The challenges include how to; change the classroom-school environment in light of increased use of technology; work within this new high-tech environment; apply the right tools to assist in the effective use of educational technology in classrooms/schools; and make the connection between student achievement and the use of educational technology (Kozlowski, 2000). Thus, all of instructional technology fits within the parameters of educational technology, while all of

educational technology does not fit within the parameters of instructional technology. If instructional technology is in operation, then of necessity, so is educational technology; the reverse is not necessarily true. In educational technology, the Development and Management Functions are more inclusive because they apply to more Learning Resources than just Instructional System Components-they include all resources that can be used to facilitate learning. Educational Technology Defined Educational technology is a term widely used in the field of education (and other areas), but it is often used with different meanings. Some to mean hardware-the devices that deliver information and serve as tools to accomplish a task-but those working in the field use technology to refer to a systematic process of solving problems by scientific means uses the word technology. Hence, educational technology properly refers to a particular approach to achieving the ends of education (Harris, 2000).

Since the technology surrounds the world, consciousness of using educational technology can make teacher afraidable. Especially in Third World countries; technology become newly popular to touch the consciousness and life of the schools, business, social, economical, cultural contexts. Teachers' perceptions reflected that technology replace their roles in education and make their work so hard. This result comes from the lack of consciousness and capability to use the educational technology.

In terms of the aim of the research, educational technology should be defined, as Educational Technology is seamless integration of technology into the classroom. Technology is used as a tool to support the learning. No one asks whether technology should be used, it is just a natural part of the process. Students and teachers have an educational need and select the best technology to accomplish the task. According to problem sentence of the research, the level of teacher-student about using educational technology will be searched based on the questionnaire in order to determine the reflections on the today's educational standards, quality on learning with analyzing the tendency, consciousness to use technology. It will be determined if there is the consciousness about the importance of educational technology based the usage level. Therefore, questionnaires were applied to ninety-three teachers-students for gathering accountable perceptions about using the educational technology in their life and practices at classrooms.

The Importance of Research

When the research results about satisfaction of students towards traditional teaching-learning process, getting attention, learning better become decreased. There is a growing dissatisfaction of traditional teaching and learning systems. This leads everyone need to change or restructure on curriculum, educational activities. Therefore, technology becomes great power for being part of education.

With the developments of high technology, fast, easy, global reflections also effect the educational, social, cultural life changes. Application of technology to the education reflects to change the role of teachers, principles, and strategies in education. "Technology can make assessments of the kinds of skills needed for the 21st century knowledge economy more feasible providing assessment tasks that mimic the features of real-world problems" (Jones, 1999).

Educational Technology is the process of visualizing, simulating, solving educational based problems with the integration of software and hardware. Educational Technology is not only the computer and internet. It is a whole process that make teacher involved with their any kind of new, creative educational activities for delivering information in an interactive way. Technology is the way or tool of communicating with students and increasing motivation of students. Educational Technology have internet-based, visual-oral, computer-based technologies. Especially, internet based technologies require many reasons that it is effective for learning. For example; www pages encourages some of the latest trends in learning and

current emphasis toward interactivity in learning process. In addition to this, internet activities and most of the technological based education systems can also heighten motivation. A focus for twenty-first century is collaboration and project-based team activities, cooperative learning is an aspects of teaching that lends itself well to use with technology. By the world is getting smaller, being able to communicate with and understanding peoples different cultures will be essential. The technologies require links and sharing among student to student or student to teacher based on constructivist, student centered learning process. The aim of the teachers should be teaching “how to learn” with the support of technologies. Teachers must now look at current system and level of their capability for using technologies in education, know student needs, motivational cues, then use integration of both suitable learning theories and educational technologies (Crane, 2000).

In addition to this, having consciousness of educational technologies require being more productive, willingness to add new developments, creativeness for learning, letting individualistic, own learning with cooperative and shared intelligence, making meaningful learning based on constructivist approach. Schools need to become high performance, high technology systems. In order to use technology effectively, the school has to evolve into a learning system that embraces the effective use of technology. That translates into learning cultures that are open to innovation--systems that judge the merit of an idea not by its fit with rules and regulations, but its usefulness to advancing the mission of schools, learning.

If technology is to make a real difference and attractions about what they teach based on student-centered, constructivist approach for delivering information in a meaningful learning, they should catch the vision and be active in building what is needed for change and growth on the issue of educational technology importance and application. All integration of consciousness about educational technology should be part of the repertoire of educators, especially the future educators. Teachers must adopt that willingness; consciousness is the first step in what must be a life long exploration of ways to use technology and also other resources to improve education (Crane, 2000).

In that research; level of teacher-student about using the educational technology was determined, analyzed because teacher-student’s perceptions are very useful reflections to set the new implications for the future educators and professionals about having consciousness, effective using of educational technology. Technology is coming to represent both a constant resource and continual reminder that educators never should be satisfied with their methods, skills level or results for the better qualified education standards with providing equity opportunities for every individual through the sense of educational technology. School culture must change. If students and teachers are to take full advantage of what technology makes possible in teaching and learning, schools must change. They must become more student-centered, more focused on 21st century skills, more open to innovation through technology, more willing to fully support and grow the infrastructure they install, and they must be lead by educators who recognize the critical role technology plays in defining an excellent education in this digital age (Johnson, 1999).

Related Researches

Strange (1983) studied the preparation today tomorrow about the technology. Research includes the predictions about the using new technology with discussion of the ten mistakes that some higher institutions did. There are events that were predicted and would be occurred by the coming of 1985. %80 of students would have own computers, %20-25 of faculties and %30 of base faculties would have their own computers. % 60 of students who have grades between one and eight would use computers regularly. %40 of students and %20 of faculty would use Word processes. The predictions were continued that everyone would know the computer language and most of the students would have tendency to technology.

Anandam (1986) discussed the promises and problems in education with technology perspective. The research tried to encourage educators for seeing the potential uses of technology and difficulties. This research requires the bridge between the supporter and non-supporter of the technology and integration of new technologic improvements and content professionalism in educational technology perspective.

Ennis (1994) indicated that there are strategies that effect to improve the use of technology in education faculty. These strategies can be listed as creativity, encouragement for improvements, support faculty from all perspectives, providing personnel increasing and development, learning flexible technology application, attention to comments or complaints of faculty, handling the concept of educational technology, not separating the educational technology from the education for the welfare of the Teacher Education Faculty.

Roberts (1994) studied in Lesley College for integrating teacher education program with computer technology. The topics that were discussed are technological materials, faculty attitudes, and technology in schools, technological developments, problems, factors that effect the improvements of computer technology, preparation and writing faculty needs.

Riley (1995) examined the importance of educational technology in classrooms. There is a plan to develop American Education with applying, using alternative technologies. The research reflects the obstacles for handling technology, government strategies for providing professional teacher to education, recommends the cooperation of region schools and higher education institutions in teacher education.

Prawd (1996) studied the preparation of the children for the future with educational technology. This research handled the use of technology in education, views toward educational technology, situation of technology, statistical reliabilities, needs of technology in classrooms, economics of technology, future of educational and computer technology.

Palmieri (1997) studied about needs of educational technology in educationa world. The required advantages of the educational technology and content of the research can be summarized in three statements. First, technology is the popular concept of today. Second, educational technology requires low price education. Third, some people want to enjoy while they are learning and keep fast and easy learning through technological support. Whatever, technology become hard in adult education, technology nowadays embraces the education. Technology requires immediate, fast learning even in the students' home. In adult education, there will be huge knowledge in a short time as well. Teachers should teach students how to reach the information and advice them to evaluate the quality of knowledge under the leading cooperative, collaborative learning. Teachers should also have skills on method and use of technology to support the learning-teaching process.

Wager (1997) searched about the instructional technology and teacher educators. The research content is to handle the four factors about using educational technologies of teachers. These are motivation, the use of technology in when and where, how and effects for cooperation of technologies. There are given examples about teacher education and public school education about using technology in that research.

Glenn (1997) pointed out that technology is important factor in education for classroom teachers. The concepts that were handled in that research are; discussion on the role of educational technology in teacher education, evaluating models about educational technology, explanation about further predictions or advices about the developments of educational technology.

Wright (1998) wrote about factors influencing students to become technology education teachers. In that research, priorities of technology and factors that influence being technology teacher educators were handled. Results require the importance of individualistic meetings with volunteer students, studying with technology educators.

Jones (1999) focused on speed of changes and effects on education. The research reflects that solution can be with the creative integration of communicational high technology and application of commonness between higher education institutions and professionals in communication fields for traditional higher education.

Petropoulos (2001) examined the effectiveness of technology in schools in that research. The content of the research is integration of technology with education by five stages; a- Having all needs for preparation b- Coordinating classroom activities with new technology c- Learning how to use technology d- Reaching success e- Doing plan for future. Teachers should have practice on using educational technology, therefore, they need time to develop their skills in that process.

Method

Operational Definition of Variables

This study was designed to examine teachers-students' levels about using educational technology and to compare their level based on gender, education level of family, attitude questions about usage of internet and features of computer and technology. Independent and dependent variables in this study were as follows:

Independent variables:

Teachers-student Characteristics.

- a- Gender.
- b- Age.
- c- Educational Level of Family.
- d- Having computer in their home.
- e- Having Internet connection in computer.
- f- Having Internet education.

Dependent variables:

Teachers-students' perceptions and levels were evaluated by survey.

- 1. Great height picture.
- 2. Books.
- 3. Notice wall panel.
- 4. Caricature.

Internet based Technologies

- 5. Internet.
- 6. www page.
- 7. Internet camera.
- 8. Chat.
- 9. Teleconference.
- 10. Search machines (search motors).

Audio-Visual Technologies

- 11. Television.
- 12. Video.
- 13. Laserdisc (CD)
- 14. Film
- 15. Video cameras
- 16. Radio
- 17. Tape
- 18. Ohp
- 19. Dia

Computer Technologies

- 20. Windows

21. DOS
22. Word
23. Power Point
24. Excel
25. Scanner
26. Digital Cameras
27. CD-ROM
28. DataShow
29. Multimedia
30. Copyist
31. Laptop
- Teaching-Learning Methods Side
32. Narrative
33. Discussion
34. Case studies
35. Demonstration-application
36. Problem Solving
37. Group Work
38. Individual Work
39. Computer Laboratories
40. Science Laboratories
41. Research
42. Discovery
43. Reinforcement
44. Reward
45. Clues
46. Feedback
47. Brain Storming
48. Questions-Answers
49. Drama
50. Simulation
51. Educational Games
52. Practices
53. Others
- Theoretical Side
54. Behaviorist approach
55. Cognitive approach
56. Constructivist approach
57. Explaining the reasons of not using above technologies.

Identification of the Population

The population under investigation included teacher-students in Eastern Mediterranean University at Northern Cyprus.

Sample

Sample selected by the method of random sampling as ninety-three teacher-students in Eastern Mediterranean University. Ninety-three teacher-students were selected from Education Faculty in Eastern Mediterranean University.

Instrument

For this research study, questionnaire was designed for analyzing teacher-students' level and perceptions, attitudes. There were 63 items at this instrument. Their responses that are representing 56 items are on a series five-point Likert-scale. (5=strongly disagree and 1=strongly agree).

Data Collection

In Eastern Mediterranean University at Education Faculty, teachers-students' perceptions and levels were analyzed through the prepared questionnaire. Teacher responses to the questionnaire were statistically analyzed according to Gender, Age, and Educational Level of Family, Having computer in their home, Having Internet connection in computer, Having Internet education.

Data Analysis Procedures

In this study, quantitative research methods were used in order to investigate the research problem that is the level of teacher-students' level about using educational technology. Questionnaire as survey was designed to get the level and attitudes of teachers-students' towards using educational technology in education.

Data Analysis and Presentation of Findings

The main purpose of this study was to investigate teachers-students' level and attitudes about using educational technology based on gender, age, and educational level of family, having computer in their home, having internet connection in computer, having internet education to teacher-students by the support of statistical analysis and evaluation that questionnaire results are the basis of these evaluations.

The light of quantitative data analysis examines demographic data and frequencies for all items in the survey.

Demographic Data

The first six items of survey asked for "Personal Data", including the variable of gender, age, and educational level of family, having computer in their home, having internet connection in computer, having internet education. %73.1 (68) female and %26.9 (25) male responded the questionnaire. %91 (85) of teacher-students are < 25 ages, %7.5 (7) teacher-students are 26-30 ages and %1.1 (1) teacher-students are >41 ages. %7.5 (7) of teacher-students' families have elementary education-below, %23.7 (22) of teacher-students' families have elementary education, %36.6 (34) teacher-students' families have secondary education, %32.3 (30) teacher-students' families have university-above education. % 84.9 (79) of teacher-students responded "Yes" the question of "Have you got computer in your home" and on the other hand %15.1 (14) of teacher-students responded "No" to this question. % 69.9 (65) of teacher-students responded "Yes" the question of "Is there any internet connection in your computer" and on the other hand %30.1 (28) of teacher-students responded "No" to this question. % 66.7 (62) of teacher-students responded "Yes" the question of "Did you get any education for internet" and on the other hand %33.3 (31) of teacher-students responded "No" to this question.

In the frequencies about using educational technology can vary. First of all, %21.5 (20) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %17.2 (16) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %25.8 (24) of teacher-students strongly agree about the concept of educational technology as great height picture. %16.1 (15) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %2.9 (2) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the books. %17.2 (16) of teacher-students

strongly disagree, %4 (4.3) of teacher-students disagree, %21.5 (20) of teacher-students are undecided, %38.7 (36) of teacher-students agree, %18.3 (17) of teacher-students strongly agree about the Notice wall panel. %17.2 (16) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %2.6 (21) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %21.5 (20) of teacher-students strongly agree about caricature. In the internet based technologies, %10.8 (10) of teacher-students strongly disagree, %4 (4.3) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %51.6 (48) of teacher-students strongly agree about the internet. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %46.2 (43) of teacher-students strongly agree about the www pages. %9.7 (9) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %25.8 (24) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the internet cameras. %14 (13) of teacher-students strongly disagree, %14 (13) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %20.4 (19) of teacher-students strongly agree about the chat. %9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %24.7 (23) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the teleconference. %12.9 (12) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the search motors. In the audio-visual based technologies, %9.7 (9) of teacher-students strongly disagree, %5 (5.4) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %28.0 (26) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the television. %6.5 (6) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %43 (40) of teacher-students strongly agree about the video. %7.5 (7) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the laserdisc. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %36.6 (34) of teacher-students agree, %43.0 (40) of teacher-students strongly agree about film. %10.8 (10) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the video cameras. %8.6 (8) of teacher-students strongly disagree, %11.8 (11) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %36.6 (34) of teacher-students strongly agree about the radio. %6.5 (6) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the tape. %10.8 (10) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the ohp. %18.3 (17) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %20.4 (19) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %28 (26) of teacher-students strongly agree about the dia. In the computer technologies, %8.6 (8) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %20.4 (19) of teacher-students agree, %58.1 (54) of teacher-students strongly agree about the windows. %15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the DOS. % 8.6

(8) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %57.0 (53) of teacher-students strongly agree about the Word. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the power point. % 10.8 (10) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %34.4 (32) of teacher-students agree, %41.9 (39) of teacher-students strongly agree about excel. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %22.6 (21) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the scanner. % 14 (13) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %28 (26) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the digital camera. % 14 (13) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the CD-ROM. % 14 (13) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %32.3 (30) of teacher-students strongly agree about the Datashow. % 14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %28 (26) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the Multimedia. % 10.8 (10) of teacher-students strongly disagree, %1.1 (1) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the copyist. % 16.1 (15) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %17.2 (16) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the laptop. In the teaching-learning method side, % 15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %31.2 (29) of teacher-students agree, %21.5 (30) of teacher-students strongly agree about the narrative. % 10.8 (10) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discussions. % 10.8 (10) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %47.3 (44) of teacher-students strongly agree about the case studies. % 11.8 (11) of teacher-students strongly disagree, %2.2 (2) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the Demonstration-application. % 9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %33.3 (31) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the problem-solving. % 10.8 (10) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %43 (40) of teacher-students strongly agree about the group work. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %37.6 (35) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the individualistic work. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the computer laboratories. %19.4 (18) of teacher-students strongly disagree, %9.4 (9) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %34.4 (32) of

teacher-students strongly agree about the science laboratories. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %4.3 (4) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %55.9 (52) of teacher-students strongly agree about the research. %17.2 (15) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discovery. %16.1 (15) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reinforcement. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reward. %15.1 (14) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %29 (27) of teacher-students agree, %35.5 (33) of teacher-students strongly agree about the clues. %16.1 (15) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %14 (13) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the feedback. %17.2 (16) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %19.4 (18) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the brain storming. %16.1 (15) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the question-answer. %11.8 (11) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the drama. %11.8 (11) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %29 (27) of teacher-students agree, %38.7 (36) of teacher-students strongly agree about the simulation. %12.9 (12) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the educational games. %12.9 (12) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the practice. In the theoretical side, %22.6 (21) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %26.9 (25) of teacher-students strongly agree about the behaviorist approach. %16.1 (15) of teacher-students strongly disagree, %9.7 (9) of teacher-students disagree, %14 (13) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %28 (26) of teacher-students strongly agree about the cognitive approach. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the humanistic approach.

Frequencies of Individual Items

1. First of all, %21.5 (20) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %17.2 (16) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %25.8 (24) of teacher-students strongly agree about the concept of educational technology as great height picture.

2. %16.1 (15) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %2.9 (12) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the books.
3. %17.2 (16) of teacher-students strongly disagree, %4 (4.3) of teacher-students disagree, %21.5 (20) of teacher-students are undecided, %38.7 (36) of teacher-students agree, %18.3 (17) of teacher-students strongly agree about the Notice wall panel.
4. %17.2 (16) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %2.6 (21) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %21.5 (20) of teacher-students strongly agree about caricature.
5. In the internet based technologies, %10.8 (10) of teacher-students strongly disagree, %4 (4.3) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %51.6 (48) of teacher-students strongly agree about the internet.
6. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %46.2 (43) of teacher-students strongly agree about the www pages.
7. %9.7 (9) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %25.8 (24) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the internet cameras.
8. %14 (13) of teacher-students strongly disagree, %14 (13) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %20.4 (19) of teacher-students strongly agree about the chat.
9. %9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %24.7 (23) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the teleconference.
10. %12.9 (12) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the search motors.
11. In the audio-visual based technologies, %9.7 (9) of teacher-students strongly disagree, %5 (5.4) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %28.0 (26) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the television.
12. %6.5 (6) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %43 (40) of teacher-students strongly agree about the video.
13. %7.5 (7) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the laserdisc.
14. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %36.6 (34) of teacher-students agree, %43.0 (40) of teacher-students strongly agree about film.
15. %10.8 (10) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the video cameras.
16. %8.6 (8) of teacher-students strongly disagree, %11.8 (11) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %36.6 (34) of teacher-students strongly agree about the radio.

17. %6.5 (6) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the tape.
18. %10.8 (10) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the ohp.
19. %18.3 (17) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %20.4 (19) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %28 (26) of teacher-students strongly agree about the dia.
20. In the computer technologies, %8.6 (8) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %20.4 (19) of teacher-students agree, %58.1 (54) of teacher-students strongly agree about the windows.
21. %15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the DOS.
22. % 8.6 (8) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %57.0 (53) of teacher-students strongly agree about the Word.
23. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the power point.
24. % 10.8 (10) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %34.4 (32) of teacher-students agree, %41.9 (39) of teacher-students strongly agree about excel.
25. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %22.6 (21) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the scanner.
26. % 14 (13) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %28 (26) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the digital camera.
27. % 14 (13) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the CD-ROM.
28. % 14 (13) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %32.3 (30) of teacher-students strongly agree about the Datashow.
29. % 14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %28 (26) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the Multimedia.
30. % 10.8 (10) of teacher-students strongly disagree, %1.1 (1) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the copyist.
31. % 16.1 (15) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %17.2 (16) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the laptop.
32. In the teaching-learning method side, % 15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %31.2 (29) of teacher-students agree, %21.5 (30) of teacher-students strongly agree about the narrative.

33. % 10.8 (10) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discussions.
34. % 10.8 (10) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %47.3 (44) of teacher-students strongly agree about the case studies.
35. % 11.8 (11) of teacher-students strongly disagree, %2.2 (2) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the Demonstration-application.
36. % 9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %33.3 (31) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the problem-solving.
37. % 10.8 (10) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %43 (40) of teacher-students strongly agree about the group work.
38. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %37.6 (35) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the individualistic work.
39. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the computer laboratories.
40. %19.4 (18) of teacher-students strongly disagree, %9.4 (9) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the science laboratories.
41. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %4.3 (4) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %55.9 (52) of teacher-students strongly agree about the research.
42. %17.2 (15) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discovery.
43. %16.1 (15) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reinforcement.
44. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reward.
45. %15.1 (14) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %29 (27) of teacher-students agree, %35.5 (33) of teacher-students strongly agree about the clues.
46. %16.1 (15) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %14 (13) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the feedback.
47. %17.2 (16) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %19.4 (18) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the brain storming.
48. %16.1 (15) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-

- students agree, %44.1 (41) of teacher-students strongly agree about the question-answer.
49. %11.8 (11) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the drama.
 50. %11.8 (11) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %29 (27) of teacher-students agree, %38.7 (36) of teacher-students strongly agree about the simulation.
 51. %12.9 (12) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the educational games.
 52. %12.9 (12) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the practice.
 53. In the theoretical side, %22.6 (21) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %26.9 (25) of teacher-students strongly agree about the behaviorist approach.
 54. %16.1 (15) of teacher-students strongly disagree, %9.7 (9) of teacher-students disagree, %14 (13) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %28 (26) of teacher-students strongly agree about the cognitive approach.
 55. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the humanistic approach.

Research model is a design of research and gives direction to all activities. At this research, in order to create varieties of data about computer tendency and to realize its effectiveness, and evaluating world standards about level of teacher-students about using educational technologies, descriptive research method model is used. In addition to this, research will be analysed that how educational technology directly effect the productivity of teachers as fast, permanent base of knowledge as being new teaching and learning method rather than classical teaching and learning methods through tendency and perceptions of teacher-student with applying questionnaire. At the basis of sample of the research, this model will be implemented to ninety-three teacher-students in Eastern Mediterranean University. In the statistical evaluation of the data, T-test and one-way Anova were used to clarify level of teacher-students about using educational technology.

Table 1:

T-test Independent Samples Test	
	t-test for Equality of Means
	Sig. (2-tailed)
Great Height Picture	.550
Books	.579
Notice Note Panel	.105
Caricature	.701
Internet	.889
www pages	.183
Internet Camera	.581
Chat	.713
Teleconference	.340
Search Motors	.742
Television	.847
Video	.633
Laserdisc	.833
Film	.173
Video Cameras	.573
Radio	.757
Tape	.310
Ohp	.002
Dia	.732
Windows	.071
Dos	.877
Word	.598
Power Point	.924
Excel	.634
Scanner	.760
Digital Camera	.726
CD-ROM	.438
DataShow	.230
Multimedia	.957
Copyist	.362
Laptop	.752
Narrative	.972
Discussion	.549
Case Studies	.651
Demonstration-application	.768
Problem-solving	.409
Group Work	.441
Individual Work	.735
Computer Laboratories	.424
Science Laboratories	.710
Research	.599
Discovery	.442
Reinforcement	.297
Reward	.920

Clues	.464
Feedback	.796
Brain Storming	.583
Question-Answer	.558
Drama	.561
Simulation	.513
Educational Games	.996
Practices	.701
Behaviorist Approach	.477
Cognitive Approach	.571
Constructivist Approach	.939

According to Independent Samples Test results at table 1 that were done for gender; as indicated above, all values are higher than the standard value that is 0.05 except the one of them as 0.002. This result indicates that there is no meaningful difference between genders based on these questions responds. But there is meaningful difference for the one statement that reflects value as .002.

Table 2:

T-test Independent Samples Test

	t-test for Equality of Means
	Sig. (2-tailed)
Great Height Picture	.148
Books	.342
Notice Note Panel	.179
Caricature	.309
Internet	.032
www pages	.021
Internet Camera	.129
Chat	.468
Teleconference	.203
Search Motors	.526
Television	.211
Video	.062
Laserdisc	.004
Film	.001
Video Cameras	.057
Radio	.007
Tape	.295
Ohp	.072
Dia	.320
Windows	.010
Dos	.259
Word	.045
Power Point	.027
Excel	.249
Scanner	.046
Digital Camera	.410

CD-ROM	.051
DataShow	.418
Multimedia	.247
Copyist	.106
Laptop	.723
Narrative	.352
Discussion	.021
Case Studies	.002
Demonstration-application	.022
Problem-solving	.097
Group Work	.040
Individual Work	.038
Computer Laboratories	.019
Science Laboratories	.028
Research	.106
Discovery	.032
Reinforcement	.006
Reward	.001
Clues	.019
Feedback	.000
Brain Storming	.000
Question-Answer	.001
Drama	.044
Simulation	.003
Educational Games	.003
Practices	.000
Behaviorist Approach	.120
Cognitive Approach	.185
Constructivist Approach	.076

According to Independent Samples Test results at table 2 that were done for evaluating the question of “Have you got computer in your home?”, as indicated above, values vary according to standard value that is .05. These results indicate that there is no meaningful difference between statements that reflect higher value from standard value and there is meaningful difference between statements that reflect lower value from .05 value.

Table 3:

T-test Independent Samples Test	
	t-test for Equality of Means
	Sig. (2-tailed)
Great Height Picture	.847
Books	.319
Notice Note Panel	.035
Caricature	.279
Internet	.031
www pages	.356
Internet Camera	.995
Chat	.564

Teleconference	.448
Search Motors	.612
Television	.972
Video	.653
Laserdisc	.136
Film	.254
Video Cameras	.964
Radio	.622
Tape	.788
Ohp	.204
Dia	.634
Windows	.101
Dos	.214
Word	.039
Power Point	.136
Excel	.147
Scanner	.555
Digital Camera	.913
CD-ROM	.195
DataShow	.955
Multimedia	.610
Copyist	.377
Laptop	.613
Narrative	.706
Discussion	.140
Case Studies	.002
Demonstration-application	.069
Problem-solving	.379
Group Work	.094
Individual Work	.128
Computer Laboratories	.191
Science Laboratories	.104
Research	.495
Discovery	.022
Reinforcement	.075
Reward	.117
Clues	.305
Feedback	.017
Brain Storming	.124
Question-Answer	.056
Drama	.869
Simulation	.131
Educational Games	.120
Practices	.015
Behaviorist Approach	.350
Cognitive Approach	.744
Constructivist Approach	.068

According to Independent Samples Test results at table 3 that were done for evaluating the question of “Is there any internet connection in your computer?” as indicated above some of the values that are higher than standard value indicate no meaningful difference between statement and question. On the other hand, statements that have the value; .035, .031, .039, .002, .022, .017, .015, indicate that there is meaningful difference between these statements and question because of reflecting lower value from standard value.

Table 4:

T-test Independent Samples Test	
	t-test for Equality of Means
	Sig. (2-tailed)
Great Height Picture	.082
Books	.346
Notice Note Panel	.025
Caricature	.079
Internet	.210
www pages	.141
Internet Camera	.376
Chat	.825
Teleconference	.498
Search Motors	.105
Television	.910
Video	.952
Laserdisc	.009
Film	.260
Video Cameras	.025
Radio	.616
Tape	.854
Ohp	.381
Dia	.762
Windows	.528
Dos	.574
Word	.865
Power Point	.161
Excel	.229
Scanner	.065
Digital Camera	.480
CD-ROM	.204
DataShow	.557
Multimedia	.530
Copyist	.770
Laptop	.093
Narrative	.914
Discussion	.215
Case Studies	.415
Demonstration-application	.372
Problem-solving	.913
Group Work	.703

Individual Work	.249
Computer Laboratories	.034
Science Laboratories	.053
Research	.124
Discovery	.287
Reinforcement	.461
Reward	.335
Clues	.497
Feedback	.409
Brain Storming	.848
Question-Answer	.587
Drama	.101
Simulation	.307
Educational Games	.266
Practices	.958
Behaviorist Approach	.774
Cognitive Approach	.837
Constructivist Approach	.388

According to Independent Samples Test results at table 4 that were done for evaluating the question of “Did you get education for internet?” as indicated above, all values except 0.009, 0.025, 0.025, 0.034 valued statements represent higher values than standard value that is .05. This indicates that there is no meaningful difference between statements and question. In addition to this, lower valued statements than standard value indicated meaningful difference between statements and question.

Table 5:

ANOVA

	Sig.
Great Height Picture	.448
Books	.167
Notice Note Panel	.192
Caricature	.186
Internet	.051
www pages	.026
Internet Camera	.583
Chat	.058
Teleconference	.448
Search Motors	.072
Television	.007
Video	.033
Laserdisc	.012
Film	.015
Video Cameras	.038
Radio	.010
Tape	.054

Ohp	.080
Dia	.236
Windows	.534
Dos	.556
Word	.649
Power Point	.115
Excel	.058
Scanner	.124
Digital Camera	.130
CD-ROM	.121
DataShow	.541
Multimedia	.847
Copyist	.059
Laptop	.543
Narrative	.312
Discussion	.765
Case Studies	.047
Demonstration-application	.051
Problem-solving	.065
Group Work	.100
Individual Work	.087
Computer Laboratories	.824
Science Laboratories	.066
Research	.118
Discovery	.030
Reinforcement	.169
Reward	.042
Clues	.151
Feedback	.198
Brain Storming	.900
Question-Answer	.063
Drama	.465
Simulation	.262
Educational Games	.116
Practices	.074
Behaviorist Approach	.265
Cognitive Approach	.213
Constructivist Approach	.161

According to Anova results at table 5 that were done for ages indicated above, all of the values except 0.010, 0.015, 0.012, 0.033, 0.007, 0.026 ,0.047, 0.030,0.042 valued statement, represent higher value than standard value that is .05. This indicates that there is no meaningful difference between statements and question. On the other hand, lower valued statements indicate meaningful difference between age and statement.

Table 6:

ANOVA	
	Sig.
Great Height Picture	.503
Books	.540
Notice Note Panel	.378
Caricature	.517
Internet	.773
www pages	.943
Internet Camera	.511
Chat	.263
Teleconference	.622
Search Motors	.371
Television	.767
Video	.392
Laserdisc	.246
Film	.951
Video Cameras	.915
Radio	.936
Tape	.678
Ohp	.188
Dia	.297
Windows	.602
Dos	.727
Word	.574
Power Point	.540
Excel	.968
Scanner	.669
Digital Camera	.917
CD-ROM	.312
DataShow	.960
Multimedia	.694
Copyist	.490
Laptop	.304
Narrative	.260
Discussion	.418
Case Studies	.359
Demonstration-application	.222
Problem-solving	.318
Group Work	.407
Individual Work	.686
Computer Laboratories	.171
Science Laboratories	.518
Research	.086
Discovery	.807
Reinforcement	.324
Reward	.649

Clues	.029
Feedback	.392
Brain Storming	.442
Question-Answer	.299
Drama	.438
Simulation	.435
Educational Games	.230
Practices	.310
Behaviorist Approach	.572
Cognitive Approach	.135
Constructivist Approach	.568

According to Anova results at table 6 that were done for evaluating the question of Educational Level of Teacher-students' families as indicated above, all values are higher than standard value that is .05, represent that there is no meaningful difference between statements and question except the 0.029 valued statement that indicate the meaningful difference among the statements..

Summary of Findings

Under the perspective of problem sentence that is the level of teacher-students about using educational technologies in order to evaluate perceptions and tendency of teacher-students about new trends on using educational technology. In addition to this, frequency results of teachers that they responded to questionnaire, independent t-test and on way Anova as statistical methods were used for clarifying accurate results about issue.

By the analysis of frequencies, %73.1 (68) female and %26.9 (25) male responded the questionnaire. %91 (85) of teacher-students are < 25 ages, %7.5 (7) teacher-students are 26-30 ages and %1.1 (1) teacher-students are >41 ages. %7.5 (7) of teacher-students' families have elementary education-below, %23.7 (22) of teacher-students' families have elementary education, %36.6 (34) teacher-students' families have secondary education, %32.3 (30) teacher-students' families have university-above education. % 84.9 (79) of teacher-students responded "Yes" the question of "Have you got computer in your home" and on the other hand %15.1 (14) of teacher-students responded "No" to this question. % 69.9 (65) of teacher-students responded "Yes" the question of "Is there any internet connection in your computer" and on the other hand %30.1 (28) of teacher-students responded "No" to this question. % 66.7 (62) of teacher-students responded "Yes" the question of "Did you get any education for internet" and on the other hand %33.3 (31) of teacher-students responded "No" to this question.

By the analysis of categorical questions, in the frequencies about using educational technology can vary. First of all, %21.5 (20) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %17.2 (16) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %25.8 (24) of teacher-students strongly agree about the concept of educational technology as great height picture. %16.1 (15) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %2.9 (12) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the books. %17.2 (16) of teacher-students strongly disagree, %4 (4.3) of teacher-students disagree, %21.5 (20) of teacher-students are undecided, %38.7 (36) of teacher-students agree, %18.3 (17) of teacher-students strongly agree about the Notice wall panel. %17.2 (16) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %2.6 (21) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %21.5 (20) of teacher-

students strongly agree about caricature. In the Internet based technologies, %10.8 (10) of teacher-students strongly disagree, %4 (4.3) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %51.6 (48) of teacher-students strongly agree about the internet. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %46.2 (43) of teacher-students strongly agree about the www pages. %9.7 (9) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %25.8 (24) of teacher-students are undecided, %29.0 (27) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the Internet cameras. %14 (13) of teacher-students strongly disagree, %14 (13) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %20.4 (19) of teacher-students strongly agree about the chat. %9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %24.7 (23) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the teleconference. %12.9 (12) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the search motors. In the audio-visual based technologies, %9.7 (9) of teacher-students strongly disagree, %5 (5.4) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %28.0 (26) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the television. %6.5 (6) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %43 (40) of teacher-students strongly agree about the video. %7.5 (7) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the laserdisc. %6.5 (6) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %36.6 (34) of teacher-students agree, %43.0 (40) of teacher-students strongly agree about film. %10.8 (10) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %30.1 (28) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the video cameras. %8.6 (8) of teacher-students strongly disagree, %11.8 (11) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %36.6 (34) of teacher-students strongly agree about the radio. %6.5 (6) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the tape. %10.8 (10) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the ohp. %18.3 (17) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %20.4 (19) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %28 (26) of teacher-students strongly agree about the dia. In the computer technologies, %8.6 (8) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %20.4 (19) of teacher-students agree, %58.1 (54) of teacher-students strongly agree about the windows. %15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the DOS. % 8.6 (8) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %7.5 (7) of teacher-students are undecided, %21.5 (20) of teacher-students agree, %57.0 (53) of teacher-students strongly agree about the Word. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24)

of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the power point. % 10.8 (10) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %34.4 (32) of teacher-students agree, %41.9 (39) of teacher-students strongly agree about excel. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %22.6 (21) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %33.3 (31) of teacher-students strongly agree about the scanner. % 14 (13) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %28 (26) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the digital camera. % 14 (13) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the CD-ROM. % 14 (13) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %23.7 (22) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %32.3 (30) of teacher-students strongly agree about the Datashow. % 14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %28 (26) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the Multimedia. % 10.8 (10) of teacher-students strongly disagree, %1.1 (1) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %35.5 (33) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the copyist. % 16.1 (15) of teacher-students strongly disagree, %8.6 (8) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %17.2 (16) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the laptop. In the teaching-learning method side, % 15.1 (14) of teacher-students strongly disagree, %12.9 (12) of teacher-students disagree, %19.4 (18) of teacher-students are undecided, %31.2 (29) of teacher-students agree, %21.5 (30) of teacher-students strongly agree about the narrative. % 10.8 (10) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discussions. % 10.8 (10) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %47.3 (44) of teacher-students strongly agree about the case studies. % 11.8 (11) of teacher-students strongly disagree, %2.2 (2) of teacher-students disagree, %9.7 (9) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the Demonstration-application. % 9.7 (9) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %33.3 (31) of teacher-students agree, %39.8 (37) of teacher-students strongly agree about the problem-solving. % 10.8 (10) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %18.3 (17) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %43 (40) of teacher-students strongly agree about the group work. % 12.9 (12) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %37.6 (35) of teacher-students agree, %31.2 (29) of teacher-students strongly agree about the individualistic work. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %8.6 (8) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %48.4 (45) of teacher-students strongly agree about the computer laboratories. %19.4 (18) of teacher-students strongly disagree, %9.4 (9) of teacher-students disagree, %10.8 (10) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %34.4 (32) of teacher-students strongly agree about the science laboratories. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %4.3 (4) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %55.9 (52) of teacher-students strongly agree about the research. %17.2 (15) of teacher-students strongly disagree, %6.5 (6) of

teacher-students disagree, %7.5 (7) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the discovery. %16.1 (15) of teacher-students strongly disagree, %6.5 (6) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reinforcement. %14 (13) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %45.2 (42) of teacher-students strongly agree about the reward. %15.1 (14) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %16.1 (15) of teacher-students are undecided, %29 (27) of teacher-students agree, %35.5 (33) of teacher-students strongly agree about the clues. %16.1 (15) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %14 (13) of teacher-students are undecided, %18.3 (17) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the feedback. %17.2 (16) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %19.4 (18) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the brain storming. %16.1 (15) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %11.8 (11) of teacher-students are undecided, %22.6 (21) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the question-answer. %11.8 (11) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %26.9 (25) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %30.1 (28) of teacher-students strongly agree about the drama. %11.8 (11) of teacher-students strongly disagree, %7.5 (7) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %29 (27) of teacher-students agree, %38.7 (36) of teacher-students strongly agree about the simulation. %12.9 (12) of teacher-students strongly disagree, %4.3 (4) of teacher-students disagree, %12.9 (12) of teacher-students are undecided, %25.8 (24) of teacher-students agree, %44.1 (41) of teacher-students strongly agree about the educational games. %12.9 (12) of teacher-students strongly disagree, %3.2 (3) of teacher-students disagree, %6.5 (6) of teacher-students are undecided, %26.9 (25) of teacher-students agree, %50.5 (47) of teacher-students strongly agree about the practice. In the theoretical side, %22.6 (21) of teacher-students strongly disagree, %10.8 (10) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %24.7 (23) of teacher-students agree, %26.9 (25) of teacher-students strongly agree about the behaviorist approach. %16.1 (15) of teacher-students strongly disagree, %9.7 (9) of teacher-students disagree, %14 (13) of teacher-students are undecided, %32.3 (30) of teacher-students agree, %28 (26) of teacher-students strongly agree about the cognitive approach. %15.1 (14) of teacher-students strongly disagree, %5.4 (5) of teacher-students disagree, %15.1 (14) of teacher-students are undecided, %23.7 (22) of teacher-students agree, %40.9 (38) of teacher-students strongly agree about the humanistic approach.

According to Independent Samples Test results at table 1 that were done for gender; as indicated above, all values are higher than the standard value that is 0.05 except the one of them as 0.002. This result indicates that there is no meaningful difference between genders based on these questions responds. But there is meaningful difference for the one statement that reflects value as .002. According to Independent Samples Test results at table 2 that were done for evaluating the question of “Have you got computer in your home?”, as indicated above, values vary according to standard value that is .05. These results indicate that there is no meaningful difference between statements that reflect higher value from standard value and there is meaningful difference between statements that reflect lower value from .05 values.

According to Independent Samples Test results at table 3 that were done for evaluating the question of “Is there any internet connection in your computer?” as indicated above some of the values that are higher than standard value indicate no meaningful difference between

statement and question. On the other hand, statements that have the value; .035, .031, .039, .002, .022, .017, .015, indicate that there is meaningful difference between these statements and question because of reflecting lower value from standard value. According to Independent Samples Test results at table 4 that were done for evaluating the question of “Did you get education for internet?” as indicated above, all values except 0.009, 0.025, 0.025, 0.034 valued statements represent higher values than standard value that is .05. This indicates that there is no meaningful difference between statements and question. In addition to this, lower valued statements than standard value indicated meaningful difference between statements and question.

According to Anova results at table 5 that were done for ages indicated above, all of the values except 0.010, 0.015, 0.012, 0.033, 0.007, 0.026, 0.047, 0.030, 0.042 valued statement, represent higher value than standard value that is .05. This indicates that there is no meaningful difference between statements and question. On the other hand, lower valued statements indicate meaningful difference between age and statement. According to Anova results at table 6 that were done for evaluating the question of Educational Level of Teacher-Students’ families as indicated above, all values are higher than standard value that is .05, represent that there is no meaningful difference between statements and question except the 0.029 valued statement that indicates the meaningful difference among these statements.

As shown by the indicated tables, teachers-students gave positive impressions to well-known instrument such as Ohp, Internet instead of knowing different styles and instruments in their studies and fields. On the other hand, teachers-students have no chance to use other styles of technology by only hearing their names. It is important to apply and use new instruments in the classroom context by having knowledge to use and afford it.

All reflections about the study that is “level of teacher-students about using educational technology” concluded that most of the teachers-students have tendency and agree to internet at internet based technologies with the over %50. On the other hand, at Audio-visual technologies, over the %50 teachers-students agree and reflect the attitudes towards laserdisc. In the computer technologies, over the %50 teachers-students have a tendency and positive attitudes towards word and window. At the learning and teaching process side, over the % 50 teachers-students agree on practices and research.

When it is examined the results of research and questionnaire, teachers-students have internet and technology education because of regarding positive tendency the useful and easy reflections of educational technologies. There is a consciousness about effects and importance of educational technology but they have no chance to improve the skills and level of using technological instruments effectively because of economic standards. In addition to this, research study embraces the target group as teacher-students who are the reflections of the current teachers’ abilities and levels about using educational technology while the technology surrounds the world with its fast, global, productive effects in education.

Results, Comments and Recommendations

Technology is the key concept for analyzing current issues around the world. With the development of technology most of cultural, social, economical and political values have changed and affect the lives of people especially in educational area. Technology has been used to solve problem for needs of people and it is a bridge among science and application.

Reaching information became an attainable issue by the help of technology under the perspective of educational area. Technological developments open wide range of learning styles according to individual’s capacity and create alternative choices under the perspective of equality. Educational Technology should be the part of education in order to catch alternatives on learning by underlying the multiple intelligence issue and effective, active learning with the conditions of creative environment. It provides us to get efficient and fast

information, establishing contact with everyone and to have a chance for creating productive, equal, qualified instruction environment.

In addition to this, students get various capacities and properties while they are engaging with learning. In that sense, technology makes people to have self-differentiated features in order to get wide range of knowledge and about all issues and everyone has same opportunities for gathering this knowledge. Because of the effects of competitive environment, stable knowledge is needed to get further step at one's life among people. It is the big real that educational technology make learning atmosphere more productive besides helping the teachers' to improve skills and levels for delivering information. The study of level of teacher-students about using educational technology emphasizes the reflections of current technological effects and tendency of teachers towards technology in education by integrating the content, strategies and software of courses with hardware, technological materials in order to realize the differences between traditional learning-teaching and technology based learning-teaching for further recommendations on level of using educational technology and how to get consciousness and tendency for using it within the instruction. This study is important because of reflecting current applications at education and at classes and it is guide to see active learning and its effects on technology based courses in developing countries. Educational technology is new era for application in education and provides high productivity, motivation, alternative learning atmosphere. It is integration of software and hardware within the teaching-learning process.

Educational Technology is the complex way of integration all technological materials in order to delivering alternative way based information with the combination software and hardware to overcome educational needs and problems. In that research, the level of the teacher-students about using educational technology was examined. According to the statistical evaluations (T-test, Anova) from the results of questionnaire; level of teachers-students in Eastern Mediterranean University as sample represent the evaluation of tendency or consciousness about using educational technology in the classrooms. In the T-test evaluation results; most frequently there is no meaningful difference among the statements. But teachers-student get internet and technology education for applying in their further classes. It is the discussable point to define how often they practice the technology whatever they get theoretic education. In addition to this; we can state that as theoretically, they have consciousness about the definition or concept of educational technology and its uses. According to Anova results; all of the values except 0.010, 0.015, 0.012, 0.033, 0.007, 0.026, 0.047, 0.030, 0.042 valued statement, represent higher value than standard value that is .05. This indicates that there is no meaningful difference between statements and question. On the other hand, lower valued statements indicate meaningful difference between age and statement. The question of Educational Level of Teacher-Students' families as indicated, all values are higher than standard value that is .05, represent that there is no meaningful difference between statements and question except the 0.029 valued statement that indicates the meaningful difference among these statements. Mostly evaluations reflect that there is no effect of age and family education level on the tendency or level of the teacher-students out of providing consciousness, financial support to them. Most of the teachers-students have tendency and agree to internet at internet based technologies with the over %50. On the other hand, at Audio-visual technologies, over the %50 teachers-students agree and reflect the attitudes towards laserdisc. In the computer technologies, over the %50 teachers-students have a tendency and positive attitudes towards word and window. At the learning and teaching process side, over the % 50 teachers-students agree on practices and research.

As a result, there is a consciousness about effects and importance of educational technology but teacher-students have no chance to improve the skills and level of using technological instruments effectively because of economic standards. In addition to this,

research study embraces the sample as teacher-students who are the reflections of the current teachers' abilities and levels about using educational technology that increase the productive, open, global, qualified based education. For the further recommendation, there should be focus on how efficiently teachers or teachers-students practice the theoretical consciousness about educational technology with their required level and standard. The examined research carried us for overlooking the theoretical and consciousness about the names of technological materials as the level of teachers-students towards educational technology. But further research can carry us to overlook and examine the practical application level of educational technology while the technology based courses give the new paradigm to the qualified, equality standards based education for all humanity.

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